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SOME RESULTS OF AN INQUIRY INTO THE PLAY INTERESTS OF ENGLISH ELEMENTARY SCHOOL CHILDREN.

By Miss ALICE RAVENHILL, F.R.San.I.

A Paper read before the London Society, October 13, 1910.

This Inquiry was undertaken as a result of the marked growth of interest (1) in children's games, and (2) in the provision of opportunities for them to gratify their natural desire to play. Few now dispute that such provision is essential, but, for the most part, the wish to make it springs chiefly from a conviction that the physical activities and moral training associated with play are valuable factors in healthful growth. No one questions the value of their influence, nor the wisdom of the motives which promote their realization; only, in order that the full benefit of play shall accrue to our child population, another feature of equal importance calls for recognition—that is, the biological significance of play activities.

A brief reminder of the three main theories for the universal impulse to play will serve best to illustrate my point. The first of these lays stress on the worth of play as an outlet for superabundant physical energy, and demands place for its gratification as indispensable to physiological well-being. Herbert Spencer is perhaps the best-known exponent of this suggestive, but not sufficiently comprehensive, theory.

The second theory sees in play the opportunity chosen of Nature for the development and practice of abilities which possess a prospective rather than a present value, in that their development equips the individual for useful work in later life. The skill and thought exercised in games, the healthy growth of brain and muscle under the influence of joyous exercise, represent, to the supporters of this point of view,

useful assets for successful work in maturity. This utilitarian aim is certainly present in the minds of some town children, as is shown by their reasons for favourite pursuits; but it is difficult to gauge the degree to which such reasons are prompted by association with adults and other environmental factors, or how far they actually influence selection of hobbies or toys. In any case, this theory alone would be insufficient to account for the universal strength of the play spirit in early life.

The third theory sees in play the functioning of nascent instincts; the expression of deeply seated racial activities; the gradual rehearsal—genetic or historic, if so it please you to describe it—of powers and interests of paramount necessity at earlier periods of man's existence, and still important, because they constitute the foundation and scaffolding essential to the stability of the superstructure of habits and methods appropriate to latter-day civilization. For these reasons, this theory is usually described as the *biological.* In its great scope it practically includes both the physiological and the utilitarian, while, in addition, it supplies reasons—educational and psychological—of profound significance, many of which have been advanced by English psychologists and have been in numerous instances corroborated by the investigations into the subject pursued chiefly in the United States of America.

The results of these observations show that, to the primitive social play of the infant (*e.g.* Bo-peep, fisticuffs, ride-a-cock-horse, etc.), succeeds, as a rule, a period when the active little boy or girl is quite happy—indeed, prefers—to play alone for many hours in the day, although sympathetic interest in feats performed, or in difficulties overcome, is sought for and appreciated by the little player, while rhythmic ring games with companions are entered into with zest. Associated with the growing power to control muscular co-ordinations, prominent about the age of eight or nine, there is a rapid quickening of the competitive spirit, and activities or games which permit its exhibition are first favourites —skipping, swinging, stilt-walking, or parlour games, such as loto, for instance, or the performance of deeds of prowess by imaginary robbers, pirates, or Red Indians. Ability to appreciate the true characteristics of co-operative games does not normally develop till the early stages of adolescence—that is to say, from the age of eleven onwards. Under the good influence of our traditional English games, it should strengthen each succeeding year, and result in that social discipline which trains the individual to subordinate himself and his wishes to the requirements of his comrades or the rules of the game.

If the biological theory be accepted as the basis of children's play impulses, the importance of suiting their play to successive stages of

development impresses itself more and more upon the mind, and the risks associated with imposing upon the children conditions of play which happen to suit our convenience, rather than their requirements, assume considerable prominence. Again and again, therefore, have the questions presented themselves to my mind: Do we sufficiently respect these biological factors in our play schemes to-day? Do we permit our children's games to exercise to the full their vast developmental functions? Do we follow the normal child's lead, or do we superimpose our adult ideas upon his deeply seated, nascent instincts, killing where we aim to quicken?

In the hope of throwing some light upon these problems, I undertook the Inquiry, of which I now bring before you a few first skimmings. The mass of material collected for me by the many teachers, who most generously responded to my requests for help from all parts of England, will take months to analyze and arrange. It evidently constitutes a veritable mine of interest, for, in spite of some reproaches received from lovers of children, rebuking, as untimely and misleading, my efforts to learn their tastes and the reasons for their choice of pastimes, the little people themselves apparently enjoyed the inquiry, many of them writing me their thanks for the "pleasant questions" I invited them to answer. The trouble taken by their teachers can never be adequately acknowledged or repaid; their interest in my objects was manifest, and their efforts to secure honest answers were strenuous. Needless to say, for the most part in the case of children under eight, the replies were obtained conversationally and written down for each child by its teacher—no light labour for busy people.

About 9000 separate forms of inquiry were issued, 6369 were returned in a condition which permitted their utilization for statistical purposes. They are confined to boys and girls from three to thirteen years of age in attendance at the elementary schools in various towns and villages of England. These ages were subdivided into nine groups for purposes of analysis; the small number of returns from children between three and six years of age (consequent upon their inability to formulate independently any definite or reliable replies) making it convenient to mass them together.

The results of the points selected for this first analysis of my material are presented in chart form, as at once the most concise and interesting. In each series of these charts, two, (A) and (B), refer respectively to 4002 girls and 2367 boys, while the third, (C), presents the results of striking an average based upon the combined returns from 6369 girls and boys.

Perhaps the first impression received on glancing through the papers

was the abundant confirmation they afford of the opinion that love of activity is the strongest incentive to play, and that, in free play, this activity assumes a great variety of forms, involving extensive neuro-muscular co-ordinations. It is also clearly demonstrated that some capacity for movement, active or passive, enters into a child's conception of what constitutes a toy. To these points I shall refer again when I bring before you a summary of the children's reasons for choice of favourite game or plaything.

Surprise at the number of games enumerated by the children ranked next in order of first impressions. It became rapidly evident that to attempt any detailed classification of these numerous games must stand over for the present; all that was possible in the first instance, though I am well aware the method is not ideal, was to group those most frequently mentioned under five comprehensive heads. The curves, therefore, in the Game series of charts depict (1) all games played with *balls;* (2) all games which involve *physical activity* WITH the co-operation of companions, such as ring games, hide-and-seek, or rounders (these I have called *active social games*); (3) all amusements involving only *individual activity* or *skill*, such as skipping, hopping, or roller skating (these are grouped as *individual active games*); (4) *parlour games*, such as ludo, draughts, or Happy Families; and (5) *dramatic* or *make-believe games*, such as playing at school, shop, or soldiers, acting charades, or dancing; folk dancing being that usually referred to by the children.

The whole series of charts present the results of the analysis of the replies to the following four questions, made by 6369 children :—

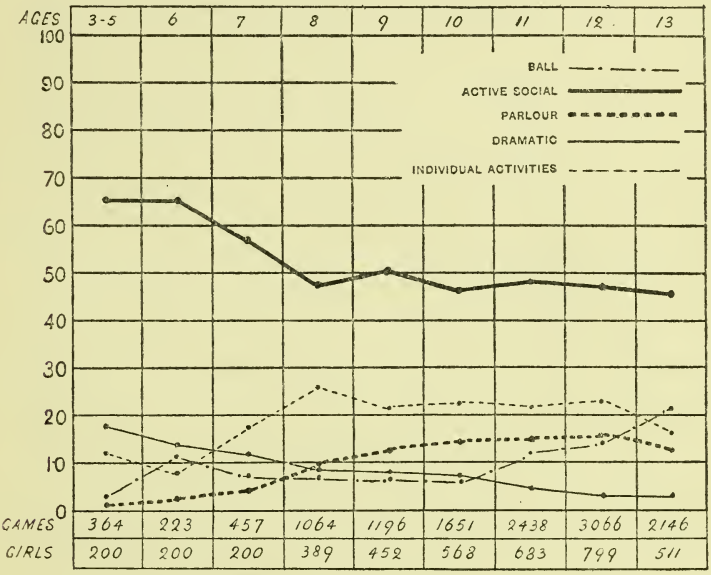
What are your favourite games? Why?

What are your favourite toys? Why?

No satisfactory representation of the children's views on the subject of favourite games could be given by one chart, consequently the curves in Series I. (A), (B), (C), illustrate their preferences for *different types of games at each age*, calculated from the frequency of mention in the grand total of games enumerated (21,444); while Series II., (A) and (B), depict the preferences expressed at each age for *certain specified games*, by the total number of girls or boys.

The strength of the gregarious instinct, upon the prevalent exaggeration of which Professor MacDougal has recently uttered a note of warning, is well illustrated in Series I. of my charts; active-social games are easily first favourites throughout school-life. As shown in Chart I. (A) in the case of girls they comprehend 65·75 per cent. of those mentioned by three to five-year-old children, and constitute 45·50 per cent. of those enumerated by their seniors of thirteen. Games

which call for individual skill, on the contrary, only assume much prominence in the lists prepared by girls of eight, but never exceed 25·50 per cent. of the total number mentioned. The interest in dramatic play, so strong in little children, dwindles slowly from 17·25 per cent. to 3 per cent. during the ten years under review; while, on the contrary, love of parlour games and quieter occupations rises from 1·25 per cent. among the school babies, to 14·75 per cent. among girls aged ten, eleven, or twelve. The remarkable devotion to hockey in the modern girl seems responsible for the steadily rising curve of interest in ball games, which at thirteen approaches tenfold what it

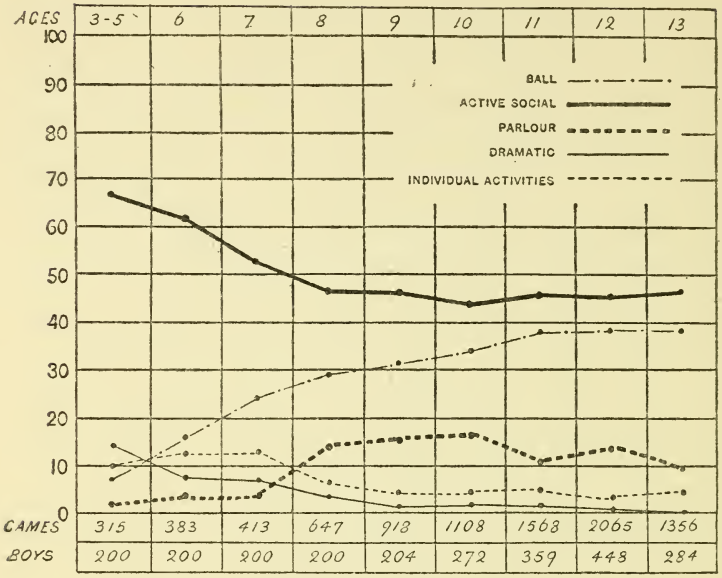


AGES	3-5	6	7	8	9	10	11	12	13	TOTAL
GAMES	364	223	457	1064	1196	1651	2438	3066	2146	12605
GIRLS	200	200	200	389	452	568	683	799	511	4002

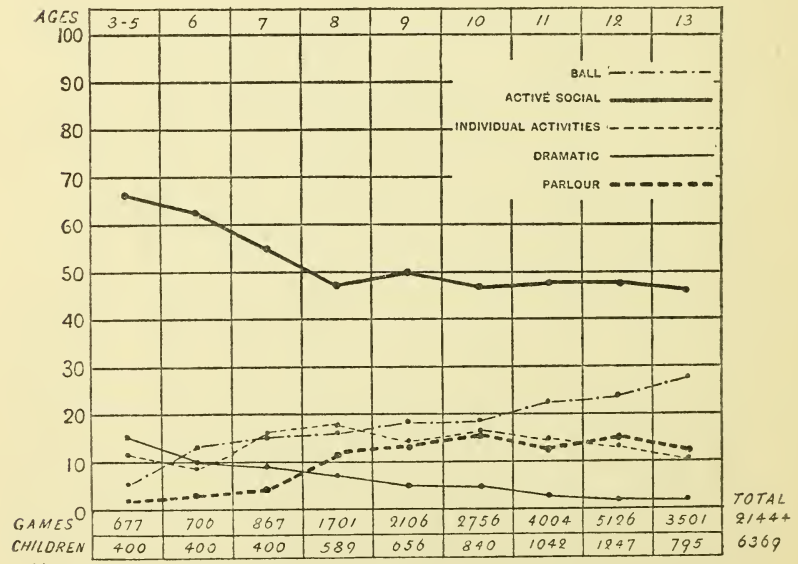
I. (A).—Classification of Favourite Games—Girls.
(*Percentages refer to grand total of games mentioned.*)

was a decade before. Note the remarkable increase of this preference at eleven!

Now compare with these the preferences of boys. When Diagram I. (B) is compared with I. (A) the most marked divergence is seen in the prominent and progressive devotion to ball games, which, always relatively more noticeable in boys, increases from 8·25 per cent. in small boys up to 38·75 per cent. in lads of thirteen. The imitative craving to emulate the feats of elder brothers in cricket and football field (as revealed by the reason given for preferences expressed) is clearly responsible for the rapid rises in the curve of interest from



I. (B).—Classification of Favourite Games—Boys.
(*Percentages refer to grand total of games mentioned.*)



I. (C).—Classification of Favourite Games—Girls and Boys.

16·25 per cent. at six years old, and 24 per cent. at seven, to 29·75 per cent. in would-be little men of eight. Parlour games apparently appeal earlier to boys than to girls, whose doll-play absorbs a major share of their interests, though, as the Inquiry was largely prosecuted in the winter, allowance must be made for seasonal influences.

The acquirement of individual skill through the practice of more or less solitary pastimes is decidedly less attractive to boys than to their sisters; neither do "make believe" games bulk so prominently on their horizon. Indeed, this series of charts appear to me to bring out the following facts:—

(1) The overwhelming fascination exercised by active social games throughout elementary school life; whether they be the simple rhythmic singing games of the infants or the more elaborately organized ball games of the seniors.

(2) With very little people "make believe" games rank next in favour; but, as interest in ball games strengthens, the dramatic impulse declines.

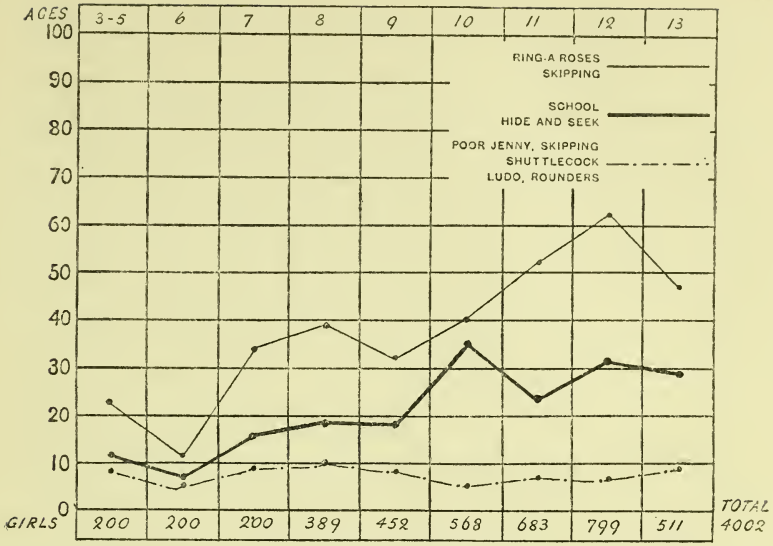
(3) The absence of keen desire to attain individual skill (or is it permissible to infer want of interest in less gregarious forms of amusement?) is suggested by the flat curve which depicts the position of this group of games in each chart. The taste is, as I should expect, most marked between the ages of seven and ten, when the competitive spirit is normally stronger than the co-operative. Parlour games which appeal to the same form of interest (*i.e.* personal proficiency stimulated by competition) are also most enjoyed during this period by boys and girls alike.

The second series of charts is concerned with the *preferences expressed* for *individual* games by girls (A) and boys (B). The curves depict percentages based on figures collected by the following method. The names of the first three games mentioned as favourites in each of the six thousand lists were tabulated and counted; the number of times they were mentioned in each of these positions being also noted. The preference for certain games became quickly obvious, for the same games were so constantly accorded a rank in these places of honour, that little difficulty presented itself in arriving at the degree of favouritism they obtain. Take Chart II. (A) for instance. From three to five years old "Ring a ring of roses" is mentioned as first favourite by 21·5 per cent. of the little girls; while skipping occurs first on the list of from 32 per cent. to 63 per cent. of their elders. "Hide-and-Seek" ranks next in favour with all the girls from seven to thirteen; "playing at school" vies with skipping for a corresponding position among the six-year-olds. There is less unanimity in the choice of third favourite,

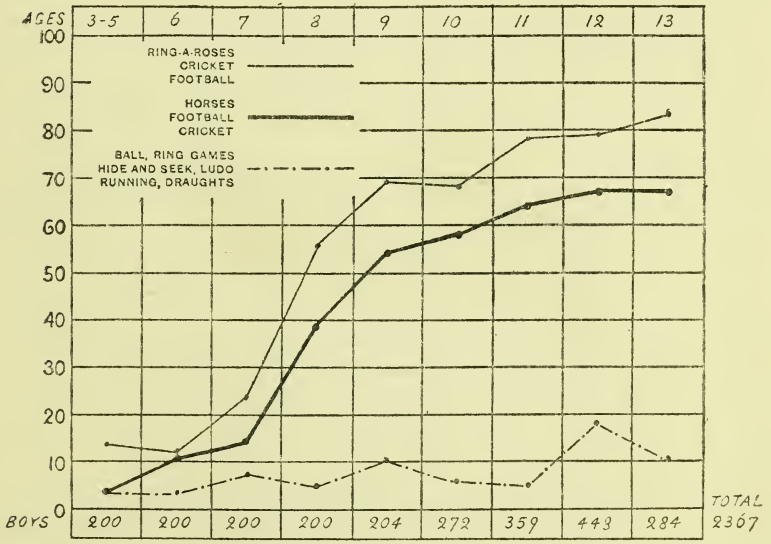
"Poor Jenny" appeals to 10 per cent. of the juniors; "Shuttlecock" occupies this rank with a somewhat smaller percentage of girls, aged eight, ten, and eleven. To "Ludo" this position is assigned by 8 per cent. of girls at nine, while "Rounders" is mentioned in the same proportion at twelve and thirteen. In Chart II. (B) it appears that infant boys also give the first place to "Ring a ring of roses"; the second to "playing horses"; the third to ball games of various kinds. From six years old and onwards, "Cricket" and "Football" are assigned an unmistakable pre-eminence by boys; greater even than appears at first sight; for the second curve (Chart (B), Series II.) which follows so closely the outline of the first, represents the expression of a similar devotion to these two popular games. The upper curve shows the percentage of boys who placed "Football" first and "Cricket" second on their lists; the next below illustrates the tastes of those with whom "Cricket" was first and "Football" second favourite. The third favourite with boys, as with girls, varied considerably. At seven and eight it is "Hide-and-Seek"; at nine and ten, "Ludo"; at eleven it is "running"; at twelve and thirteen, "Draughts."

Now, for what reasons are these games selected, or why do children delight in playing the many more they enumerate with sufficient pleasure to enter them on their list? In order to endeavour to answer these natural queries, I asked the children to give me reasons for their choice.

A quite small minority of children felt unable to offer any reason at all for their selection of certain games as their favourites. A study, however, of those (9899) furnished by their companions, suggested the possibility of a first general classification under two groups: (1) the subjective gratification derived from such games, and (2) the objective advantages anticipated. The process of classification was not easy—overlapping of motive being frequent—consequently my results are not entirely reliable; they are interesting, however, and I hope useful as a preliminary to more careful and detailed work. Under the Group of Reasons classified as connected with SUBJECTIVE GRATIFICATION, I included all those which speak of the physical or mental pleasure derived from the game, such as "I like to toss" or "bat the ball"; "to skip," "pull," "catch," "romp," "race," "run," "bounce," "dance," "clap," "sing," "jump," "laugh," "pretend," "swing," or "fall down"; or such reasons as "I like a game because it keeps us warm," or "moving," or "has a nice tune," "is exciting," and other reasons expressing pleasure in the fun of play, in successful competition, in the interest of a game, or gratification in the quieter amusements of parlour pastimes. Under OBJECTIVE GRATIFICATION I have classed the reasons which refer to the benefit rather than to the pleasure derived from games. These refer chiefly to anticipated



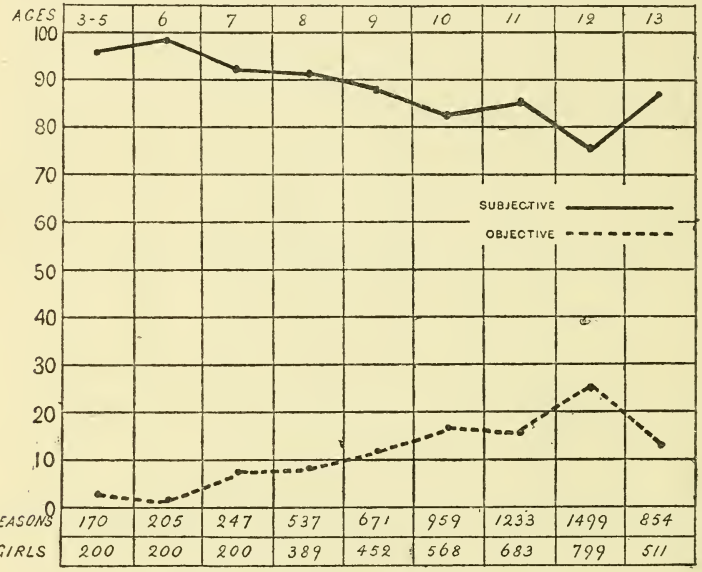
II. (A).—Children's Favourite Games—Order of Preference—Girls.
(*Percentages refer to preference expressed by total number of girls.*)



II. (B).—Children's Favourite Games—Order of Preference—Boys.
(*Percentages refer to preferences expressed by total number of boys.*)

advantages, "it makes me think," "be careful," "be sharp," "learns you to make a living," "to be steady," "or strong"; "will make me graceful," or "healthy."

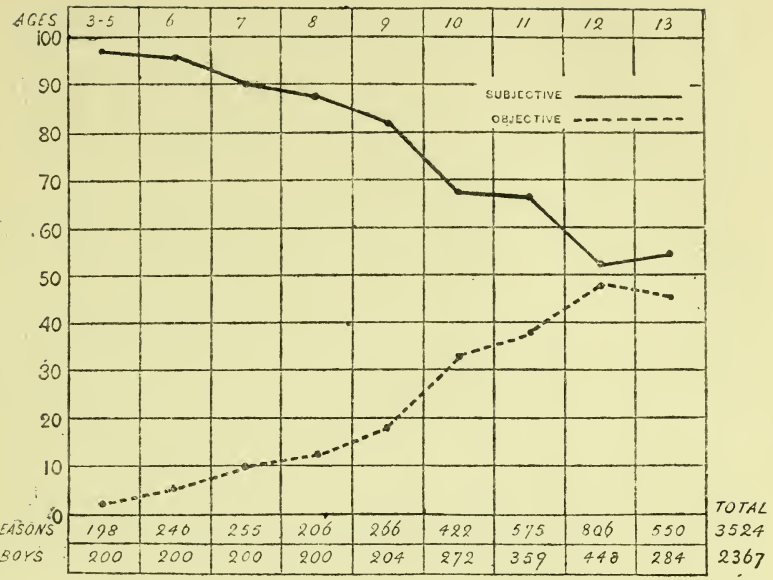
The enormous preponderance of "Subjective" reasons is immediately obvious from a glance at Series III. of my Charts (A), (B), (C). Their average is very high throughout in the case of girls; but the curves in Chart III. (B) emphasize a marked difference between the motives of boys and girls as they grow older. The earlier age at which boys become regular wage-earners may be conceivably responsible for the very interesting curves in this chart; though I frankly confess a far



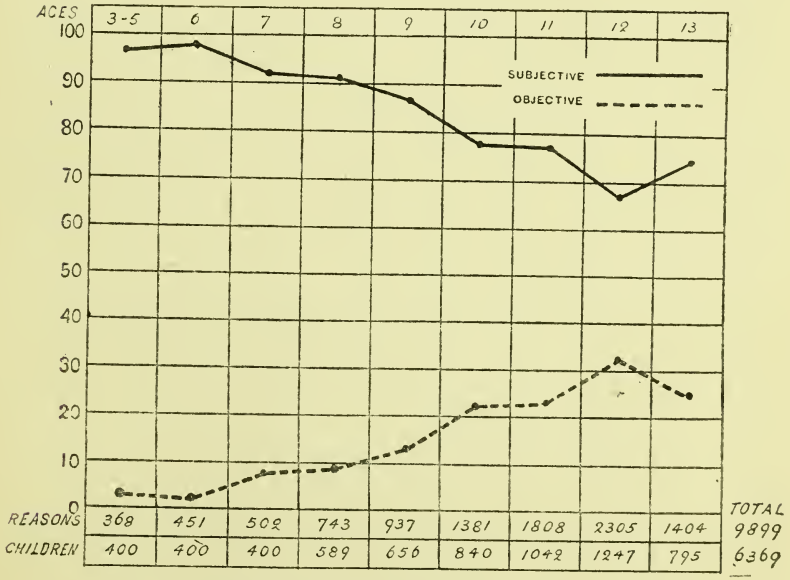
III. (A).—Reasons for Playing Games—Girls.
(*Percentages refer to grand total of reasons mentioned.*)

more detailed analysis of the 3500 and upward reasons advanced by the boys is necessary to gain an insight into underlying motives; neither have I any suggestion to offer in solution of the sharp rise in Subjective reasons and decline in Objective motives noticeable in each chart at thirteen years of age.

This much is, however, of interest. In a recent report made by Professor Grant Chambers (University of Pittsburg) based upon the results of a similar investigation which he conducted in the U.S.A., he remarks that only 3 per cent. of the groups of reasons given could be possibly construed as having a future or utilitarian aim, *e.g.* the



III. (B).—Reasons for Playing Games—Boys.
(*Percentages refer to grand total of reasons mentioned.*)



III. (C).—Reasons for Playing Games—Girls and Boys.
(*Percentages refer to grand total of reasons mentioned.*)

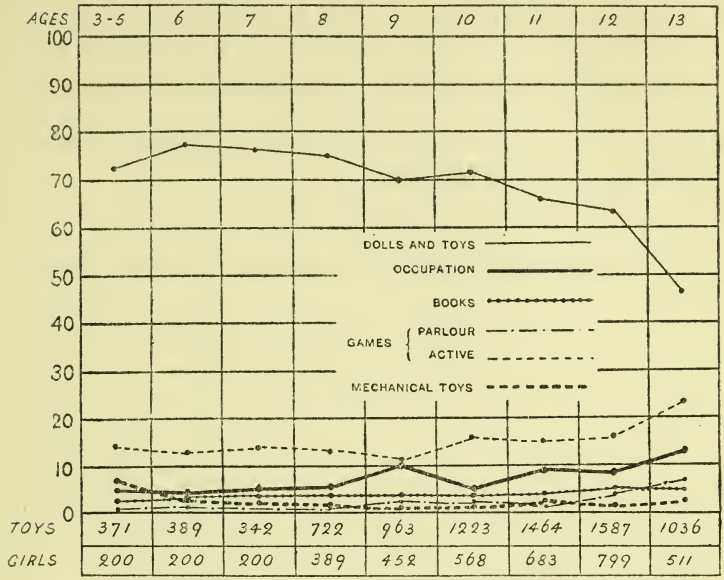
value to health, or the development of skill or thought; in fact, he felt justified in drawing the conclusion that "there is no conscious relation in a child's mind between present play and future utilitarian activity." This conclusion could not be justified, upon my evidence, in the case of English children; but, as I said before, to what degree it is artificial and the outcome of environment or of the sub-conscious desire to make a good impression, no one can say.

To pass now to the subject of favourite toys. The replies to the two questions referring to this point have been submitted to a similar preliminary analysis, and the results appear on the Charts, Series IV. and V.

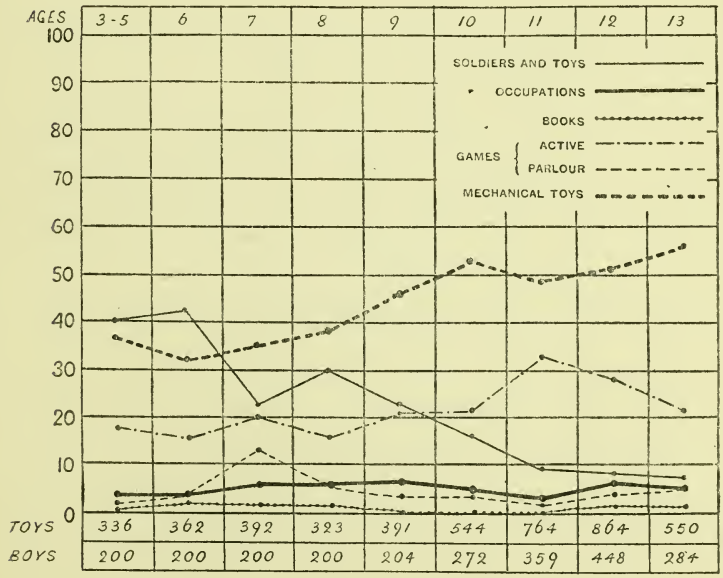
To read their lessons aright, or to attempt conclusions of permanent value, call, literally, for months of study, where time has permitted weeks only. They must therefore be considered with many reservations.

The number of toys mentioned by each child, and their wide variety, rendered the task of their classification one of extreme difficulty. Finally, I adopted the groups represented by the curves in the charts designated. *Dolls and other common toys* correspond in the case of girls in Chart IV. (A) to the curve illustrating *Soldiers and other common toys* in Chart IV. (B) for boys. Under *Occupations* are grouped painting, fretwork, printing, piano-playing, or needlework, etc. *Active games* include such toys as hoops, balls, tops, or marbles, for instance; while under *Parlour games* I have classified diabolo, ping pong, dominoes, chess, etc. In both groups the desire to possess the necessary apparatus led the children to catalogue as toys what at first sight seem to be rather games than toys. *Mechanical toys* cover clockwork engines, trams, cranes, etc. *Books* are included by a few children, but the majority probably do not class them *as* toys, which may account for the moderate interest expressed. The preponderance of town children possibly accounts also for the very few references to pets; too infinitesimal to be depicted by a graph.

The dominant and enduring interest in dolls throughout a girl's school life removes any fear of the loss of their love of dolls by the future mothers of England! Delight in toy soldiers and horses among boys, however, soon yields its place to great devotion to mechanical toys. Engines, motors, and steamers constitute the treasured possessions of 50 per cent. of our boys at ten years old and upwards. At the age of eleven this devotion is temporarily superseded by an increase of interest in balls and marbles, but revives and reaches its zenith with lads of thirteen, 56 per cent. of whom head their lists with such models. The pleasure in individual occupations, such as painting or sewing, calls for attention. This reaches its highest point in girls of thirteen (12 per



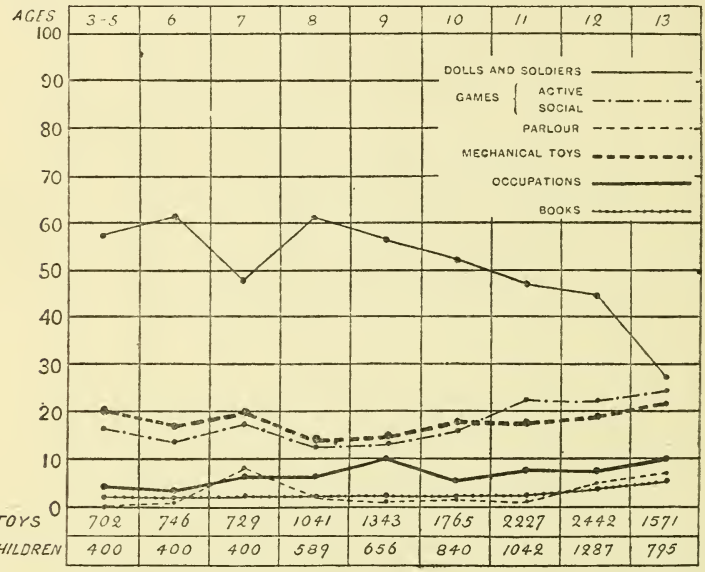
IV. (A).—Classification of Toys Mentioned—Girls.
(*Percentages refer to grand total of toys mentioned.*)



IV. (B).—Classification of Toys Mentioned—Boys.
(*Percentages refer to grand total of toys mentioned.*)

cent.), but attracts 10·5 per cent. of girls aged nine. 7·5 per cent. of boys experience it at the same age, and 7·25 refer to such employments at twelve. So evident an interest demands recognition, though it is subservient to those represented by the curves for dolls, soldiers, and other toys—particularly mechanical ones. The relative position in the favour of our children of these six groups of "toys" is well illustrated by Chart (C) in this Series (IV.).

In Series V. of my charts may be observed the results of an analysis into groups of the first three toys mentioned in each list submitted in my 6000 forms. The charts have been prepared by methods

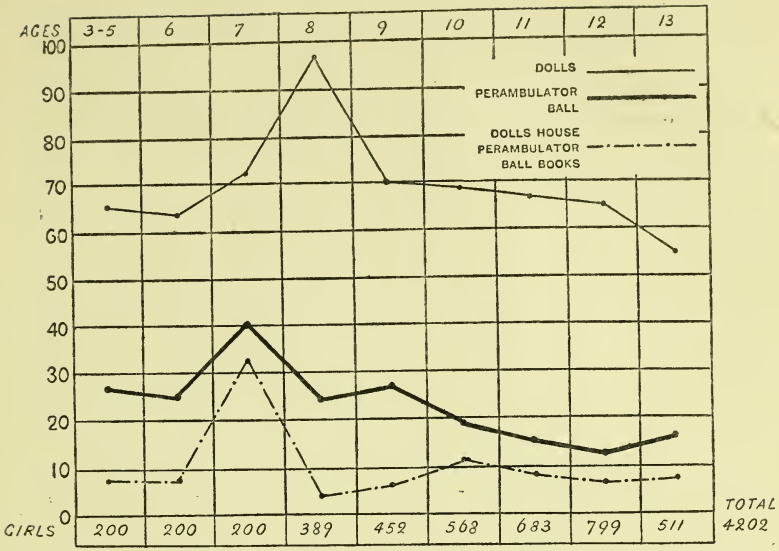


IV. (C).—Favourite Toys—Classification of Toys Mentioned—Girls and Boys.

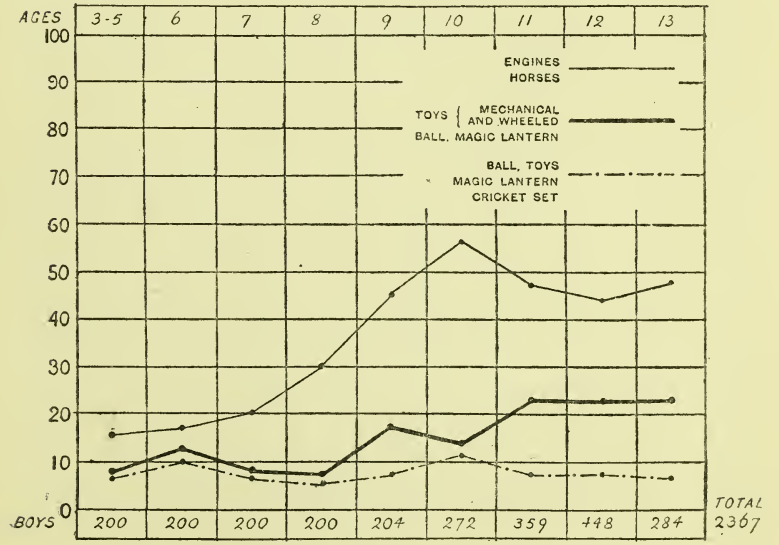
(*Percentages refer to grand total of toys mentioned.*)

similar to those described in the case of the three most highly favoured games.

The absolute devotion to their dolls of little girls appears in Chart V. (A) with extraordinary force: 97·75 of eight-year-old girls accord a doll the place of honour. From the ages of three to six, and again at eleven, a perambulator for these dolls is the next most treasured possession to be mentioned; but it takes the third place in the list of girls aged seven and twelve. A house for their doll ranks third with those who place the perambulator second on their lists. Consequently dolls and their equipment appear to absorb the chief toy interest of all girls up to



V. (A).— Children's Favourite Toys—Order of Preference—Girls.
(*Percentage preference expressed by total number of girls.*)



V. (B).—Children's Favourite Toys—Order of Preference—Boys.
(*Percentage preference expressed by total number of boys.*)

thirteen; balls are assigned the second place by girls of twelve and thirteen, and the third place by those aged six, eight, and eleven. Books occupy this position with their seniors of thirteen.

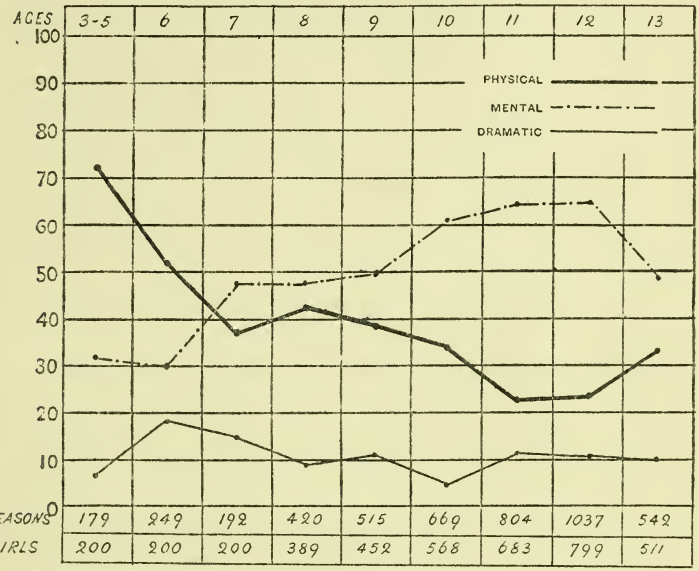
The favours of boys are distributed far more impartially, though, with the exception of little lads of six, who prefer horses, the place of honour is accorded to engines and trains — not necessarily all mechanical. Differentiation on this point presented much difficulty. Boys from three to eight gave the second place to wheeled toys, in some cases mechanical; from nine to twelve a ball occupied this position; at thirteen the ball gave place to a magic lantern. For the third favourite the majority of boys mentioned a wide range of toys other than the ball—this being selected by the infants from three to five, and again at seven. At eleven the magic lantern was assigned the third place, and a cricket-set at twelve. Wheeled and mechanical toys most evidently appeal strongly to the boys of this country, though, so far as I have yet observed, there is little evidence of the exercise of ingenuity in their home construction, but much in favour of a real desire to understand their mechanism, and to turn this knowledge to account in later life.

The last series of charts represent the results of a preliminary classification of the 6913 *Reasons* why these 6000 children love to play with toys, the percentages being based upon an analysis of the grand total of reasons given into three groups, instead of two, as in the case of the reasons offered for playing games, because so much prominence is assigned to the pleasure derived from toys as agents in "make-believe" play.

All the reasons express enjoyment in some form or another. After some consideration, it seemed to me legitimate to subdivide this general emotion into three classes, of which the first should include all reasons expressing pleasurable *physical activity*, such as, I like "to draw" the toy along, "to wheel" it, "spin" it, "bowl" it, "rock" it, "pull," "drive," "roll," "dig," or "carry" it, "dress and undress" it, "wind" it, "wash" it, "load," or "blow," or "strike" it, "build" or "knock it down." In the second, I included all suggestions of *mental or emotional gratification.* I like to "look at" it, to "take it to bed," for instance, or "it makes me happy," "amuses me," is "nicely dressed," "keeps me company," "is funny," "passes the time," is "useful," "interesting," "teaches me to print," "to balance," "to think," or "by its use I can win a lot," or it "keeps me out of mischief," "teaches me to play fair," "is useful in after life."

The constant emphasis laid upon the delight in "make-believe" play with toys necessitated the third group of reasons, somewhat

grandiloquently described as *Dramatic.* Some of these reasons, which occur quite frequently, especially at six years old, are as follows: I like it "to play house," "school" or "shop with," to "act like fathers and mothers," to "make it obey me," to "wash and iron like mother." This "make-believe" impulse influences girls as a whole more strongly than boys, except at eight years old (when the robber, pirate, Red Indian spirit exercises a powerful influence on the games of boys). The decline of dramatic interest, noticeable after that age, does not revive



VI. (A).—Reasons for Playing with Toys—Girls.
(*Percentages refer to grand total of reasons given.*)

in them as seems the case a little later on with girls; with whom the strength of the doll interest is probably a factor in its endurance.

These Charts (VI. (A), (B), (C)) possess a special interest by the marked way in which they demonstrate how the love of sheer physical activity gradually yields in all the children between the ages of seven and eight to more distinctly emotional enjoyment. The general similarity of the curves is most obvious; but why the sharp deviations at thirteen in the case of girls, which so conspicuously influences the curves in Chart VI. (C)?

Now, to what degree do these analyses of the children's answers to my questions confirm the views of psychologists and of U.S.A.

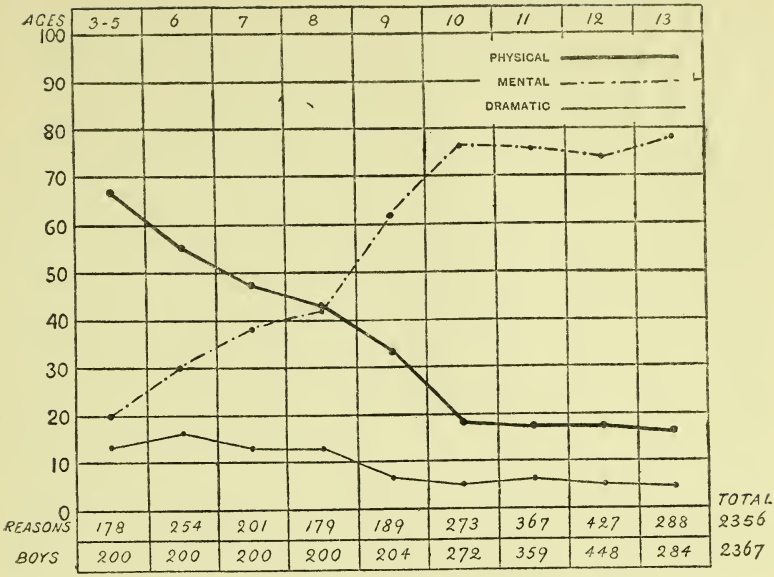
investigators, which I summarized very briefly as a preliminary to their consideration?

There can be no doubt that play *is* almost synonymous with action in the minds of young English children. Before I bring a further instalment of analyses of these returns before you, I shall count and classify the number of active verbs used spontaneously by the children, when giving their reasons for enjoying certain games, or choosing certain toys. Their vocabulary is surprising. Among the 400 three to five children, for instance, the girls employ at least thirty-two different verbs and the boys thirty-eight, expressing personal activity or movement. The number does not, however, increase progressively as years pass on. An interesting change is noticeable among boys and girls of eleven years old and upward. In them the instinct of individual activity gradually but evidently yields place to such reasons for favourite games as: "a great number can play," or "as many as wish can join in these games," "they [the games] give exercise," "amuse," "give recreation," "keep us out of trouble," "pass the time," or the chosen toys "train the eye," "show how steam is produced," "keep children from worrying their parents," "need care and time," etc.

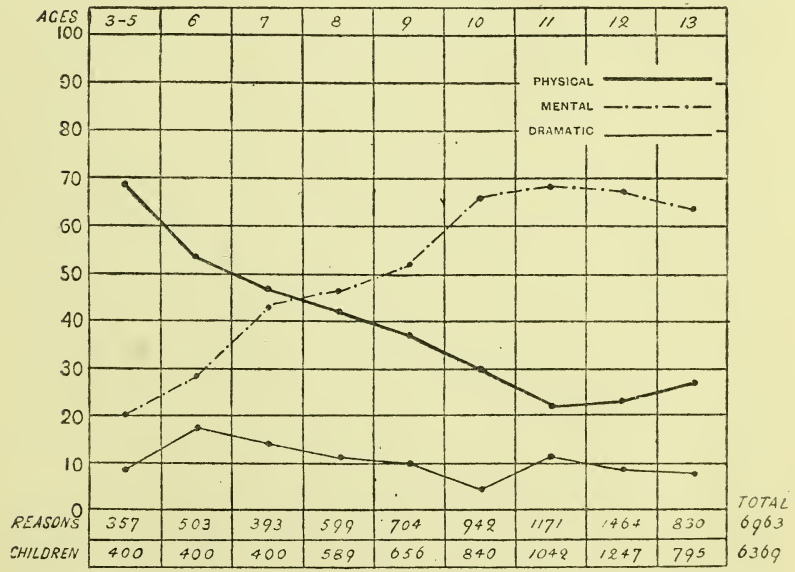
Thus, with the young adolescent thought for others, pleasure in their society, a sense of personal profit to be derived from this or that occupation or discipline of subordination supersede mere momentary gratification through physical exercise. These reasons call for much more detailed study and classification than they have yet received; but I refer to them because they illustrate conspicuously the growth of that co-operative and social spirit natural to this age. So far as I can at present form an opinion, they spring into much greater prominence at eleven than at ten years of age, when sheer enjoyment of personal, as distinguished from corporate, activity is still very prominent in the reasons advanced by the children.

I have already pointed out that rhythmic ring games are first favourite with small children: "I like the tune," or "it is such a nice tune," serving as frequent reasons for their choice. The attractions of skipping with girls correspond apparently to those of football with boys all the rest of school life—personal skill in the one sex and the excitement of co-operative action leading to success in the other, appear to be general motives to their emphasis.

All the children dwell repeatedly on their exciting qualities as being a substantial reason for mentioning almost all their pursuits. Query: is this thirst for the perpetual stimulus of excitement a wholesome appetite to foster? When I am in a position to tell you the percentage of boys whose voluntarily voiced ideal it is to be a professional cricketer or



VI. (B).—Reasons for Playing with Toys—Boys.



VI. (C).—Reasons for Playing with Toys—Girls and Boys.
(*Percentages refer to grand total of reasons given.*)

football player, you will probably sympathize with my wish that our boys were systematically interested in a wider range of ball games, or that these two national games had not assumed a too prevalent professional status and absorbing interest in this country.

To turn to a less anxious aspect of my subject. Attention has been already drawn to the sphere of play as an opportunity for the self-originated rehearsal of racial activities, at one time vital in their importance to human beings, but now useful rather as the foundation they afford for the intellectual developments appropriate to the twentieth century. The favourite games listed by boys from eight to ten years of age inclusive, afford abundant evidence of their strong taste for just the type of play our knowledge of primitive man would lead us to expect. They yearn to play robbers, thieves, pirates, police, scouts, and bogies, they delight to play soldiers, to fight, to storm forts, to drive horses or engines, to knock each other about, to make things with tools; in one case, even, a hardened sinner of nine confesses to the additional attraction afforded by frightening his little sister in the course of such play!

Meanwhile, the girls are absorbed in doll play, individual or social; one child of eight enjoys playing at "mothers—because they love you"; while teachers may get a hint from a companion whose favourite game is "school—because you can clean the board."

My internal evidence shows that in the earlier years of life the power over a toy—to make it move, squeak, run, roll, and generally conform to the whim of its possessor—constitutes its strongest attraction. What I—the small owner—can cause my toy to do is an all-sufficient reason for its choice. The sense of ownership, of possession, of desire to exercise individual power is very strong—if not pre-eminent—until towards ten years of age; its judicious encouragement, therefore, seems a clear duty; for unless training in the use of power and in the responsibility of ownership be enforced, license and abuse follow later on. The faith in organized games is so widespread and strong to-day, that my plea to permit—nay, to furnish—ample opportunity for self-initiated, free play with toys for young children will possibly be unpopular. But I nevertheless make it very strongly. Children derive great developmental benefit through such a form of play, especially until nine or ten years of age. They exercise their OWN imagination, develop their OWN capacity for observation and resourcefulness; learn by their OWN failures, taste the incentive of PERSONAL success. Ring and other organized games undoubtedly have their place; but this interest is, in my opinion, not a prominent one at this age period, unless the co-operative spirit be abnormally stimulated. Let the toys be as

simple, as self-inventive, as those of which Miss Clara Grant has told us, *but* permit toys to be made, allow their ownership to be individual, and foster their spontaneous use—all, of course, in reason.

After about ten or eleven years of age the children's choice of toys, as well as the form in which they are employed, show the phase of development associated with adolescence—the wish to share a pleasure with others assumes importance, as well as the desire to profit by trials of skill or patience, or to understand intelligently mechanisms and processes. These charts, and the figures and reasons upon which they are based, seem to me to teem with suggestions for bridging over that difficult gulf between childhood and youth, so far as opportunities for education by means of games and hobbies are concerned. Certainly we want to take hold of the taste for elementary mechanics so evidently strong in boys of twelve and thirteen years of age, and turn it to better account than seems usual at present.

The isolation of our children's play from parental interests is illustrated quite unconsciously in my returns—ONE boy of ten years mentions that his father is teaching him chess; ONE girl of the same age writes that ONCE her mother took part in a doll's tea party. Equally and pathetically unconscious are the revelations made of the existence of unsatisfactory influences and of the incidental temptations which are given among the reasons for choice of certain forms of play by boys and girls of ten years and upwards. Thus: they "keep me in evenings," "save me from getting into trouble at night," "keep me home," and so forth; one girl of twelve years volunteers indeed that "games take one's mind off unpleasant thoughts and duties!"

Happily there is also a pleasant side to the spontaneity of these revelations, though further quotations must be reserved for a future occasion. They lead me to think that a very large majority of the information collected for me is a true expression of the children's own views; and, in many cases at least, they confirm fully my own gradually formed opinions. Among the thanks I owe to all who have assisted me in this Inquiry, the extent of which I have most imperfectly brought before you, you will admit that a meed is due to the two boys—aged respectively eleven and twelve years—whose naïve words supply me with a most fitting conclusion to this paper. "Games," writes the junior of the two, "are good for children; they make their lives happy and pleasant." "A toy," declares the senior, is also "good for children, for it makes the mind glad." Out of the mouths of these children, I could bring a wealth of evidence to show that those universal play impulses, by which the physiological development of the neuro-muscular systems is promoted and the highest moral faculties are stimulated into

healthful character-forming function, are subjectively associated by them with free, pleasure-giving, vigorous, often dramatic movement, with opportunities for intelligent self-development, and with a general satisfaction of the social instinct. There exists, therefore, in rightly regulated play an educational agent of the first importance; BUT to secure its full advantages much of this play must, for the first ten years of life, be free—not entirely nor preponderatingly "organized"; opportunity for individual play with toys must be permitted, nay, encouraged. The age and sex of each child must be respected when play-time comes, if the full worth of that play is to be derived. The "work" performed by children, when engaged in absorbing, intelligent, self-initiated play, must also be recognized. Interests and "hobbies" must be turned more profitably to account, especially in adolescence. Finally here, as in all matters educational or sociological, the relative position of individual and community must be delicately adjusted and judiciously organized in the best interests of all concerned.

THE SENSE OF DUTY.

By T. G. TIBBEY, B.A.

In *Archives de Psychologie* for May, 1910 (vol. ix. No. 36), M. Pièrre Bovet, Professor at the University of Neuchatel, considers the question of the "feeling of oughtness," as Professor Leuba has expressed it. The article is long, and only the briefest outline can be attempted here. But it is a finely analytic piece of work—at times one wonders whether the analysis is not over fine—in which, by a method of "provoked introspection," the author seeks to find the influence of the sense of right and wrong upon the answers to certain questions, and analyzes the results.

In the course of studying the problem of the psychology of thought, upon which so much work has been done in Germany, the experiments of Messer and of Bühler were repeated in the Psychological Laboratory of the University of Geneva. In these experiments, the experimenter A gives certain instructions to the subject B; he will, for example, ask him to reply to a word, said or shown, by another word of a definite kind, *e.g.* by an adjective, a verb, a more general or a more specific word. Or he will ask him a question, as though examining him, or state a somewhat paradoxical aphorism and ask if he understands it. The reply having been given, and the reaction time noted to the fifth of a second, the subject B is asked to tell as exactly as possible all that took place between the question and the answer, and the reply being written out constitutes part of the record of the experiments.

The five hundred records so obtained held within them a harvest of varied facts of mental life, and notable was the number of sentiments expressed. For instance, the word "horse" being given and the first adjective asked for, "white" was the reply. The subject then said he had immediately on hearing the signal seen a greyish horse, and wondered whether the word "white" called up the image or the image called up the word. He did not want to say "white," he wished to say "a thin horse," but *felt that he ought* to say the first word.

In many replies of this type the author considered there were facts of conscience sufficiently well characterized to make it possible to study them apart, and though he himself questions whether his distinctions may not at times be considered too minute, he believes the result may

be worth while so long as it is desirable to speak of moral obligation in precise terms.

The nature of the command given, and its reaction, both upon the experimenter and the subject, are first considered. On the part of the latter, to be willing to obey the instruction is a simpler state of consciousness than unwillingness; in the former case the command is accepted as an idea and is allowed to carry itself out, in the latter a definite act of inhibition is set up, having causes and motives of its own. The command, being given, becomes forthwith a part of the consciousness of the subject, and as such often awakens certain images, such as auditive memories or verbal representations. It is important to note that these may be present without any direct consciousness of the command, and similar images may arise, as Ach, a German writer, has shown, in considerable complexity and variety in the moment before the reception of the command. On the other hand, it frequently happened that the subject was conscious of the command in the absence of any concomitant images—he knew that he had something to do, that was all.

In the former case, that the subject responds to the command is shown by his actions, and yet he may declare that he had not thought of what was asked of him either before, or after, the appearance of the signal. In some cases this is due to inattention or forgetfulness; yet, since we know that our conduct is frequently directed by knowledge and perceptions which are outside the field of consciousness, this condition is not in itself extraordinary. Studies made on the psychology of judgment have made clear that our thought is a succession of acts in all respects comparable to those by which our organism adapts itself to its surroundings, and a command is able to act in a quite regular manner without having been present to the mind under a form which showed its action.

The instruction given is often altered by the subject, either by extension or contraction of its meaning. Instead of giving the *first* adjective which comes to mind in reply to a noun, the subject may reject the first in favour of a later one. In one case, in response to *milk*, *black* was the first adjective that arose, but white was actually said as more suitable. Sometimes, again, the subject sees the different meanings of a word, and for varying reasons chooses one. Such changes may be involuntary and the fact only appear on consideration; they tend to make the command more complex, or more simple, not in the sense of being more easy, but in the logical sense of the term. The example quoted of *white milk* is a case in point; the command was changed from "give the first adjective" to "give the first adjective that

would make good sense." Some, again, felt obliged to turn the abstract task presented to them into concrete images, whilst sometimes the order given called up by association another which was responded to in preference to the first.

Such complicating tendencies may be due to several causes—an often unconscious æsthetic ideal, a desire for harmony in expression, a fear of being commonplace or of using an ungrammatical expression, or inability to respond to the command and a desire to do something. Whatever may be their cause, it was over these that "feelings of oughtness" arose, some of the subjects showing by their answers the existence of some questioning within themselves as to the answer that ought to have been given. As to how far this questioning belonged to the introspective review that was provoked, rather than to the actual search made for an answer, may be open to question.

Here follows a very detailed description of the different forms a sense of duty may take, and an analysis of its affective coefficients. The various states of feeling through which the subject passed, from the anxiety immediately before the question as given up to the feeling of satisfaction when an answer was made, or of annoyance where it was felt to have been unfitting, are all most minutely examined. Some answers show that a rich imagery arose as soon as the question was perceived, especially where some preference was asked for. Where a choice was allowed, its affective side was often disagreeable, a fear that the right choice would not be made being predominant, whilst sometimes there was a vague feeling that the choice was forced—that the thing chosen was not really liked. Again, the feeling of search for an answer was frequently akin to despair lest no answer should be found; but when later the subject found himself in a position to give the reply, a feeling of satisfaction supervened, unless, as before stated, the answer was not felt to be satisfactory. The fear of being commonplace reigned supreme here.

Most of these affective states were not specifically connected with the sense of duty; some of them belong to any species of voluntary effort. Two, however, appeared more directly allied to it—the feeling of struggle whilst searching, and the feeling of remorse when an unsatisfactory answer was given, though both of these may incidentally be affected by other motives than that of seeking the most honest answer to the question.

As James and others have shown, it is usually impossible to discover among the psychological elements of the voluntary act a positive and conscious resolution—the idea leads to the act if nothing prevents. Some of these subjects, however, were able to give instances in which

an intention had been inhibited, with the probable cause of the inhibition, such as recalling the command, a desire for truth, a desire to avoid repetition, or a fear of ridicule, etc. Of the four cases considered, the proportion of answers showing inhibition varied from 4 per cent. to 25 per cent., the last being one who throughout had shown himself very scrupulous in his answers.

At each moment again, the "sense of duty" and the "sense of power" mix, and to a great extent a duty is pleasant in proportion to its ease; but there are times when one feels the co-existence of impressions of facility and a feeling of incapacity, or impressions of difficulty together with a consciousness of power. M. Bovet concludes that this whole subject needs to be considered in the light of further investigation.

Feelings of necessity were found to have occasionally intervened in the answers. Some words seemed to impose themselves, to come unsought, whilst the subject remained passive; in other cases a word had to be sought to express some feeling which preceded it. The first type could sometimes be analyzed by the subject, and found to be due to the influence of a preceding question or to some suggestion from the surroundings. M. Bovet here considers that if the feeling of necessity and the sense of duty are alike in that in neither case does the subject initiate the tendency that he feels, they differ in that the sense of duty attaches this tendency to an accepted command, whilst its origin remains obscure in the case of a feeling of necessity. But it may not always be easy to establish this difference outside the laboratory, when the tendencies of actual life are in question.

Though all the subjects experimented upon were of necessity educated adults, as it happened few in number and in the main trained psychologists, the ideas started, as much as any actual conclusions reached in the course of the investigation, contain numerous suggestions applicable to the many cases which may be grouped under the heads of answering questions and carrying out instructions in the life beyond the laboratory, and not in the least in the life of the school. Even in the undeveloped mind of the child, not a few of the hesitancies, searchings, anxieties, errors, and struggles revealed in these answers occur, and not always do we make allowances for them or seek how best either to solve the difficulties or to turn them to good account.

SUGGESTIONS FOR PARENTS AND TEACHERS.

Education and Subconsciousness.—"Everything that surrounds youth, every sensation from his own body, every instinct that comes from the functional activity of his organs, is adding an enormous number of impressions to his memory, which go to constitute his subconscious self. . . . The totality of our memory are made up to a far greater degree of subconscious than of conscious impressions. The accumulated contents of our memory govern our emotions, our thoughts and actions, and therefore that portion of our memory made up of subconscious impressions and their aggregate must necessarily play a great part in our individual life. . . . The subconscious self acts with impulse irrespective of effect, striving to satisfy directly our innermost, true elemental nature. How important is it, therefore, that the surroundings of the child which form the temperament should be chosen with care! It is not precept or admonition that is most important in this period; careful constant example, without apparent effort or purpose, is the beginning of true culture. For culture depends upon *impulse*, not upon purpose. . . . The objects surrounding the child, the persons habitually in its company, even the colours, should be chosen with care; sunlight and fresh air should have free access, not only for the sake of the body's health, but also to create and preserve a mood of natural joyfulness."—*Dr. Louis Waldstein*, in his book on "The Subconscious Self."

The Muscles in Early Education.—"For all early education it is very important to notice the part played by muscular responses in perceptual process. They are at first the only expression that meaning can have, and are an indispensable condition of reaching the next step in the performance of a perceptual train. It is not too much to say that every mind goes through a stage when thinking can only be done through muscles. By means of his muscles the child first attains to any knowledge of things, and it is by his movements that his first meanings are expressed. The period during which a child remains in this stage varies greatly in length; but whether it is long or short, it cannot be artificially curtailed without permanent injury to the growing mind. Complete freedom for play, or movement within bounds set by consideration of health only, is the best environment during this period. . . . The directions for this muscular

development are to be sought in the spontaneous movement and impulses of children, as they express themselves in games. Most indoor games, and all outdoor games, are examples of almost pure perceptual process."—*W. E. Urwick*, in his book on "The Child's Mind."

Aphasia Cured by Education.—"Dr. Heller showed recently to the Vienna Medical Society a case of aphasia which he had demonstrated to the society two years before. The child could not then speak or read. By education the boy, now eight years of age, was able to remember the words he wrote down. He can count fairly well in writing but not orally. Fröschel believed that these children should be systematically exercised by the ear, because their other senses would never be very fully developed, and Dr. Heller agreed that the attention of teachers should be drawn to these two types; children of a pronounced visual type were generally badly endowed acoustically."—From *School Hygiene*, for November, 1910.

The Feeble-minded Child and Association.—"We may turn our attention to the psychology of association as an illustration of the importance of a knowledge of educational psychology for the teacher of the subnormal child. The teacher discovers very quickly that the subnormal child does not associate normally. The suggestion of one thing does not call up the thing that to the teacher seems to be most naturally and intimately associated with it, and the question at once arises: Why is this so, and what is to be done? Here we have to refer to the physical condition of the subnormal child. Undoubtedly, the reason for this lack of association lies in the fact that the association fibres are among the parts of the brain that are most seriously affected. Developing late as they do, it is very probable that the arrest has caught them undeveloped, so that the child does not associate simply because he has not the organs for associating."—*Dr. Henry H. Goddard*, on "Problems of the Special Class," in the *Journal of Educational Psychology* (U.S.A.), November, 1910.

Graphs for Defectives and Others.—"Contrary to the old pedagogy which endeavoured to establish an ideal type of pupil and to force every child to conform to this fictitious type as closely as possible, it has been found preferable to estimate the pupil's progress by a comparison with his own previous standing. One cannot too highly praise M. Boitel, Director of the Ecole Turgot, at Paris, who conceived the idea of constructing graphs as a stimulus to individual emulation. Each week the child traces the curve of his progress from data which he has obtained in the course of his daily work. The ascending, horizontal, or descending nature of the curve indicates his

standing. It is to be hoped that these graphs, successfully employed in classes for defectives, will be more generally used with all classes of pupils. They are already being introduced into a number of institutions."—*Mons. G. Vattier*, on "Experimental Pedagogy in France," in the *Journal of Educational Psychology* (U.S.A.), for September, 1910.

Qualification of Teachers (French) of Defectives.—"The teachers must have obtained the 'certificate of fitness for teaching retarded or defective children.' Candidates qualify by a year's residence in a special establishment and a written examination which tests the candidate's knowledge of the physiology, school hygiene, psychology and pedagogy of defectives. The following indicates the field covered by the examination for this certificate: general characteristics of defective children; the conditions which give rise to idiocy, imbecility, and feeble-mindedness; external appearance of defectives; sense organs; instincts; movements and volition; language; intelligence and special aptitudes; brief outline of medical treatment and hygiene; education; internal organisation of schools; courses of study; utilization of defectives; struggle against the causes."—This is also from the article on "Experimental Pedagogy in France."

Kant on Experimental Pedagogy.—"*Experimental schools* must first be established before we can establish *normal schools*. . . . People imagine, indeed, that experiments in education are unnecessary, and that we can judge from our reason whether anything is good or not. This is a great mistake, and experience teaches us that the results of an experiment are often entirely different from what we expected. Thus we see that, since we must be guided by experiments, no one generation can set forth a complete scheme of education."—From "Kant on Education," a translation by *Miss Annette Churton*.

Rate of Questioning.—"The children who reply most quickly, it may be remarked, are not necessarily the children of highest intelligence. In fact, on psychological grounds, rapid questioning stands condemned. The concrete thinking of the child moves surprisingly slowly; in some cases, it has been asserted, the child takes almost ten times as long as the adult to respond to a stimulus equally familiar to both. The usual rate of questioning in schools is probably too rapid, and it would be a useful contribution to experimental education if the *tempo* of questioning for different ages and different classes of children were determined."—*Robert R. Rusk*, M.A., B.A. (Cantab.), Ph. D., on "Experimental Education" in *The Journal of Education*, December, 1910.

NOTES.

Lecture Lists of the Constituent Societies.—BIRMINGHAM : *Presidential address*, Dr. Walter Jordan, January 24 ; *The Estimation of Mental Capacity in Children*, Dr. R. Langdon-Down, February 21 ; *Medical Inspection*, Dr. G. E. Oates, March 21.

CHELTENHAM : *Some Aspects of Mind*, Dr. Pruen, in February ; *Child-Study in the Classroom*, Miss Louch.

DUNDEE : *The Development of the Social Consciousness of the Child*, John Sime, Esq., M.A., towards end of January ; a lecture by Dr. Lewis McIntyre, in February.

EDINBURGH : *A Critical Examination of the Phonic Method of Teaching Reading*, Robert Jackson, Esq., M.A., Friday, January 27 ; *The Children's Charter*, Mrs. Inglis, Wednesday, February 15 ; *General Instinctive Tendencies in Child Development*, James Drever, Esq., M.A., B.Sc., Friday, March 10.

HALIFAX : *Fairy Tales for Children*, E. J. Wareham, Esq., January 19 ; *The Physique of the Nation's Children*, Dr. T. N. Kelynack, February 2.

MANCHESTER : *The Teaching of Reading*, Miss Wroe, Friday, January 20 ; *Handwork* (*with special reference to Primitive Man*), Miss Findlay, Friday, February 24.

LIVERPOOL : *The Art of Childhood*, Miss A. H. Wright, Friday, January 27 ; *The Allied Faculties of Children*, J. Kay, Esq., B.A., Friday, February 17 ; *The Education of the Future*, M. W. Keatinge, Esq., M.A., Friday, March 17 ; *Children's Gift of Musical Expression*, R. T. Edwards, Esq., Friday, March 31.

LONDON : *Recreational Activities of Girls during Adolescence*, Mrs. M. Scharlieb, M.D., M.S., January 26 ; (1) *Recreational Activities* : *English Folk Dances*, by Cecil J. Sharp, and (2) *Training of Gymnastic Teachers*, Lieut. Braae-Hansen, February 9 ; *Should Games be organized?* a discussion introduced by Miss Nuth and Dr. Hayward, February 23 ; *Appreciative Music Study : its application in the Training of the Child*, Stewart Macpherson, Esq., March 9 ; *Educational Possibilities of the Boy Scout Movement*, W. H. Stuart Garnett, Esq., March 23 ; *The Measurement of the Intelligence, with special reference to Mentally Defective Children*, Dr. A. R. Abelson, April 6.

Journal Circulation.—No suggestions have been received in answer to the editor's invitation for such in the October number. The Liverpool Society prints, on the front page of its lectures' card, the following notice : "Official organ of the C.S.S.—*Child-Study*. Published quarterly. Price 6*d.* each."

Children and Cinematograph.—Only two teachers (head-mistresses) have sent in any materials for an investigation. Will any one else help in the matter?

Our next Annual Conference.—The Halifax Society have fixed the date of the conference for July 13, 14, and 15.

An Assistant to the General Secretaries.—The appointment of an assistant to the general secretaries, as resolved on at the annual conference, has become urgent. Mr. Mulford is, unfortunately, obliged to resign the secretaryship of the Journal Committee, owing to pressure of other matters. It is thought that an assistant to the general secretaries might also be secretary to the Journal Committee. Can any one suggest a suitable person? If so, will they please write to Miss Louch or Mr. Mulford.

The Dundee Society is conducting "an investigation into the subject of School Games : their origin in time and space, their seasons and localities, characteristics,

influence, etc." Any one interested should write to R. Jackson, Esq., Training College, Dundee, for a copy of the *questionnaire.*

International Congress on Child-Study.—The first International Congress on Child-Study is to be held in Brussels, during the first fortnight in August, 1911. Information may be obtained from Dr. I. Ioteyko, 35, Avenue Paul de Jaer, Brussels.

Farewell to Miss Alice Ravenhill.—After giving the opening lecture of the session, to the largest audience the London Society has had, Miss Ravenhill was presented with a lovely bouquet of roses. Sir James Crichton-Browne made a graceful speech in presenting the flowers, and Dr. Eric Pritchard and Miss Kate Stevens also spoke : expressing on behalf of the London members their high appreciation of the work Miss Ravenhill has done for child-study, great regret at losing her even for a time, and sincerest wishes for her welfare in Canada. In response Miss Ravenhill expressed her thanks for the great kindness of her friends, and spoke of the great help she had received from colleagues.

Child Attendant Association.—The Governors of the National Froebel Union have decided to promote the training of suitable young women for the position of Child Attendants, as advocated in the "Report of the Consultative Committee upon the School Attendance of Children below the Age of Five." Particulars can be obtained from : The Secretary, Child Attendant Association, Norwich House, Bloomsbury, London, W.C.

REVIEWS.

Day and Evening Schools, their Management and Organization. By F. H. Hayward, D.Lit., M.A., B.Sc. Ralph Holland & Co. 5*s.* net. 610 pp. and Index.

At the close of a necessarily hurried reading of this book one is faced by the question, "Are there any aspects of elementary school work upon which it does not have some bearing?" Although in the main devoted to the elder pupils, and more especially to boys—what else can be expected from a mere man?—yet both infants and girls make specific, if fleeting, appearances, and much of what is written is quite general in application. Six of the chapters deal with evening schools; eight others are devoted to a refutation of the "dogma of formal training" against which Dr. Hayward has so long waged war; the remainder, some three dozen, range over questions of adolescence, of instincts, curriculum, teaching methods, examinations, discipline, and the relations of the school to the home and the nation. Whether dealing with methods of questioning, or insisting upon the importance of facts, and of knowledge with enthusiasm rather than method, or suggesting time-saving schemes, as the drill rota, or new methods of classification, as the house system, or emphasizing the importance of training in manners, of the relations of the school staff, or of wide reading on the teacher's part, or discussing the right use of notes, or new disciplinary methods, there is throughout a combination of practicability and wide knowledge. Perhaps the most suggestive chapters in the book are those dealing with the School and the World of Literature, the Drama, and the World of Art. Necessarily there is much that is reminiscent of earlier work, and so wide a field cannot be covered without raising points of criticism; but a multitude of useful suggestions are made, and the results of the latest researches are constantly drawn upon for exemplification. As always, one is impressed by the breadth of Dr. Hayward's reading and the catholicity of his interests, whilst in this book the polemical note is distinctly softened.

T. G. T.

Mentally Deficient Children: their treatment and training. Third edition. By G. E. SHUTTLEWORTH, B.A., M.D., etc., and W. A. POTTS, B.A. M.D., etc. London: H. K. Lewis. 1910. Crown 8vo. Pp. xviii. + 236. 5*s*. net.

The third edition of this well-known work is before us. On this occasion Dr. Shuttleworth has had the co-operation of Dr. Potts, of Birmingham, who has had long practical experience as Chairman of the After-Care Committee and a member of the Special Schools Committee of that city, and was one of the medical investigators appointed by the Royal Commission on the Care and Control of the Feeble-Minded. The scope of the work has been somewhat extended and much matter added dealing with more recent aspects of the question, such as the results of the establishment of special schools under the provisions of the Defective and Epileptic Children Act, 1899. So far as was possible within the limits of the work, the voluminous Report of the Royal Commission has been drawn upon, and the difficult task of selecting from this source has been handled in a judicious manner.

There are new chapters on the special instruction of defective children, on the medical examination of children requiring special instruction, and appendices giving recent information as to public and charitable institutions, bibliography, etc.

Twelve new plates have been added which supply ample and admirable illustration to the text, which has throughout been amplified and carefully revised. The first edition of Dr. Shuttleworth's little book had already established for itself an assured position both in this country and abroad; and within the limits laid down was one of the most useful treatises on the subject whether to the medical man, the educationist, the philanthropist, or the lay reader. The first is now superseded and surpassed by the present edition which will be a necessary companion and guide to any one who is interested in or confronted by the problem of Mental Deficiency in any of its varied aspects.

R. L-D.

Publications Received.—*The Eugenics Review; School Hygiene; Betterment; Educational Times; The Journal of Education; Parent's Review; Bibliography of Social Science; Child Life; From Slavery to Freedom* (the days of Moses. For children. Longmans. 3*s*. 6*d*. net.) *The Problem of the Crippled School-Child*, by E. D. Telford, F.R.C.S. (Sherratt & Hughes. 6*d*.); *Children: A. Märchen*, by Hugo Salus (copies from the translator: Miss A. C. Caton, 22, Mount Carmel Chambers, Kensington, W. 1*s*. 1*d*.); Report of the Massachusett's *School for the Feeble-Minded* at Waltham, 1908; *The Imbecile with Criminal Instincts*, by Dr. Walter E. Fernald; *Genesis of Hysterical States in Childhood and their relation to Fears and Obsessions*, and *Psycho-Propholaxis in Childhood*, by Tom A. Williams, M.B., C.M.

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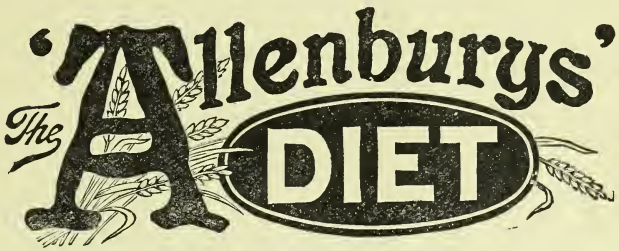

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